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The Transition Room Program of the Pittsburgh Schools was defined and evaluated by the staff, the administration, and a program evaluator from the Office of Research. The definition included general objectives, anticipated outcomes, student criteria and characteristics, staff qualifications and functions, media, student activities, and staff activities. The program was designed to help underachieving third and fourth graders solve reading problems by participating in a small class group for one-fourth to one-half of the school day. Seven of the 36 transition room teachers were interviewed to determine the compatibility of the transition room with the total school setting in respect to the use of student and teacher time, facilities, and media. The formal program definition was then evaluated with respect to its comprehensiveness and face validity. Metropolitan Achievement Test scores (paragraph meaning subtest) were compared for an experimental and a control group , and findings and conclusions are presented. The program produced increased student reading comprehension, but there is a need for a more precise program definition and an adequate treatment identification design. Appendixes include the two interview schedules used. (CM)

ESEA

TITLE I PROJECTS

TRANSITION ROOM
1967 REPORT

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TRANSITION ROOM PROGRAM
1967 REPORT

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17. TRANSITION ROOM PROGRAM

Introduction

History of the Program

The first transition rooms were opened in seven schools serving poverty neighborhoods in the 1964-1965 school year. The following year the program was extended to include 32 of the 46 qualifying elementary schools. There were 36 transition rooms in operation during 1966-1967 serving almost 900 students.

The transition room was conceived as a means of helping underachieving children solve their reading problems before they enter the intermediate grades. The rationale for the program is based on the assumption that reduced class size, teachers trained in remedial techniques, and the use of specialized materials can be combined to relieve many of the specific difficulties of underachieving children.

As originally contemplated, each transition room teacher was to spend one-half time teaching an intermediate class of fourth-grade pupils and one-fourth time teaching each of two primary classes of third-grade pupils. The curriculum for the intermediate classes was an adaptation of the regular reading-language arts-social studies program, while the primary classes were to be concerned entirely with reading. Each class was to be limited to a maximum pupil-teacher ratio of 20 to one. While these guidelines have remained in effect throughout the life of the program, considerable variation has been

permitted in the transition room's organization, curriculum, and grade level in the interest of providing the best program for individual schools. In its most recent year of operation there has been a trend toward greater conformity in grade level selection, with no children assigned from first-, seventh-, or eighth-grade classes.

Description of the Program

In order to arrive at a formal definition of the Transition Room Program, the program staff met at the Administration Building on February 7, 1967. Attending this meeting were teachers of 33 of the 36 transition rooms, key members of the administrative staff, and four principals who were selected to represent the four main geographic areas of the city. These participants were assigned to four comparable discussion groups, each of which consisted of eight or nine teachers, a supervisor, a principal, and an administrator from the central staff. A discussion leader from the Office of Research directed the discussion in each group in accordance with an agenda developed by the Office of Research (see Appendix A) and was responsible for writing a report of his group's deliberations. These reports were then compiled and synthesized by the program evaluator. The formal definition was mailed to program staff on April 28, 1967 and is included in the following pages to provide a complete description of the program.

Transition Room Program Definition

GENERAL

I. Overall Statement of Objectives and Rationale for the Program

The major objective for the transition room is to enable under-achieving students in reading to solve their reading problems before they enter the intermediate grades. Enrollment in the transition room provides these children with a remedial program in reading, language arts, and social studies taught by specially trained teachers using remedial techniques and special materials in small classes.

II. Scope

A. Number of Pupils and Schools Involved

Eight hundred sixty-five students in 36 qualifying elementary schools were in transition room classes during 1966-1967.

B. The Grades or Ages of Participants

In 1966-1967 there were 455 students in primary grade transition rooms and 410 students in intermediate grade transition rooms. The majority of Primary grade students were in grade 3; the majority of intermediate grade students were in grade 4. However, some students in all grades from 2 through 6 were included in the program in individual schools.

C. General Description of Staff

There was one teacher assigned to each school's transition room. Supervision was provided by the regular intermediate elementary supervisors.

OUTCOMES

I. Major Objectives--those changes which it is expected will take place in program participants as a result of their experiences in the program. There are two types of major objectives.

   A. Terminal Objectives--those behaviors which it is expected that participants will exhibit at the end of the program

      1. The ability to read at grade level

      2. Adequate listening skills and the ability to follow directions

      3. Improved word-attack and comprehension skills

      4. Enlarged reading and speaking vocabularies

      5. The desire to read

      6. The ability to read independently

   B. Ultimate Objectives--those behaviors brought about by the program which will affect the student's general school performance and his life outside the school

      1. Improvement in general academic performance

      2. An increased desire to learn

      3. More curiosity

      4. Development of the capacity to be more attentive

      5. More effective study habits

      6. An increased ability to work independently

      7. The ability to work effectively with classmates

      8. Increased self-confidence

      9. An increased awareness of and ability to develop inherent talents

10. The ability to relate effectively to adults

11. The ability to express feelings in socially acceptable ways--that is, through verbal rather than hostile physical actions

12. Increased self-knowledge and self-acceptance

13. Increased acceptance of peers

14. The ability to practice self-discipline

15. A decrease in tardiness and absences

16. A sense of personal worth

17. Improved attitudes as measured on whatever attitude instruments are administered

II. Enabling Objectives--prerequisite objectives that must be met in order for major objectives to be realized

A. The student must meet with successful experiences.

B. The student must learn that success is related to effort.

C. Parents and teachers must be made aware and accepting of grade level expectancy.

D. The entire faculty must be sympathetic toward and cooperative with the objectives of the Transition Room Program.

III. Other Benefits--benefits expected to accrue to teachers and the students' families as a result of the program

A. Regular classroom teachers will be able to devote more time to the basic program when one type of underachieving student is removed from their responsibility.

B. When they see their child's increased academic achievement and improved adjustment, parents will be able to develop a more positive attitude toward the school.

IV. Criteria for removal from the program

A. The pupil reaches the end of the fourth grade.

B. The pupil achieves grade level proficiency in reading and demonstrates that he is sufficiently secure to cope with the regular program.

ANTECEDENTS

I. Students

A. Selection Criteria--the bases on which individual students are enrolled in the program

1. Grade level

a. The general rule is to enroll children in grades three or four with emphasis on grade four.

b. In some schools the transition room is used for other grade levels (sometimes grades five and six).

2. I.Q.

a. I.Q. should be in the average range, 85 through 110, or above.

b. Children are underachievers, not slow learners.

3. Standardized achievement test scores

a. At least one year's retardation in reading comprehension as measured by the previous year's achievement test

b. A score of "low" on the Scott-Foresman reading test

4. Report card grades

5. Grade-expectancy scores

6. Professional recommendations of teachers, team leaders, supervisors, principals, and school psychologists

B. Entering Behaviors--pupil characteristics in addition to selection criteria that are likely to affect the activities chosen for the program and, eventually, its success

1. Some children come from non-English-speaking homes.

2. Some children are non-readers.

3. Most of the students' classroom work is characterized by uneven performance.

II. Staff--qualifications with respect to specific positions

Staff Member	Education	Other Characteristics
Teacher	1. Teaching degree 2. Specialized training in teaching of reading with knowledge of phonetics 3. Remedial reading experience is desirable 4. Broad general knowledge 5. Some understanding of tests and measurements	1. Patience with, interest in, and understanding of underachieving children 2. Creativity 3. Flexibility 4. Willingness to work long hours
Elementary Supervisor	Advanced degree in elementary education	The ability to keep communications open between transition room teachers and the rest of program staff

III. Support

A. Administrative Support--support activities with respect to specific administrative positions

Position	Support Activity
1. Principal	a. Major responsibility for setting up and maintaining the program in the specific schools b. Advises teachers with specific problems c. Helps identify students for the program d. Works toward securing and maintaining faculty cooperation
2. Assistant Director of Compensatory Education	a. Coordinates the program in all schools b. Controls budget for program c. Exercises immediate central office administrative control of the program
3. Associate Director of General Elementary Education	a. Coordinates supervision and other instructional functions b. Works jointly with the Assistant Director of Compensatory Education
4. Assistant Superintendent for Curriculum and Instruction	Has ultimate control of the instructional aspects of the program
5. Assistant Director of Communications Skills	Provides consultant services as requested

Other administrative personnel listed as necessary to the program but for whom no specific duties were mentioned are the following:

1. The Director of Compensatory Education

2. The Associate Superintendent of Elementary Schools

3. The Director of Communication Skills

B. Human Resources--auxiliary personnel whose cooperation is necessary for the smooth operation of the program

Position	Support Activity
1. Team Leader	a. Serves as resource person for the transition room teacher b. Coordinates the transition room with other classes on the team c. Aids principals in enlisting and maintaining faculty support
2. Team Mother	a. Helps prepare materials b. Sets up and operates equipment c. Performs routine clerical tasks d. Assists with recess e. Accompanies classes on field trips
3. Regular Teacher	Administers group tests
4. Consultant	Provides consultant services as requested
5. Psychologist	a. Aids when called upon in selection of students by administering individual intelligence tests and by identifying children with specific psychological or learning problems b. Confers with teachers, principals, and parents when appropriate

Position	Support Activity
6. School Social Worker	a. Establishes and helps to maintain contact between home and school b. Follows up on attendance, tardiness, and other problems of school adjustment
7. Elementary Counselor	a. Helps identify students b. Works with children having behavioral problems c. Advises teachers concerning individual students
8. Medical Staff	a. Identifies medical or nutritional handicaps which may underlie poor academic performance of individual students b. Follows up noted medical and nutritional deficiencies
9. Tutor	a. Provides an image of success with which children can identify b. Gives students individual help with specific reading problems

Other personnel listed as being valuable human resources for the program, but for whom specific functions were not given are the following:

1. Speech and Hearing Therapists

2. School-Community Agents

3. Youth Corps Workers

C. Media

The Division of Compensatory Education provides a basic list of materials and equipment for each transition room. In addition, teachers are permitted to augment this by ordering from an approved list certain other items which they feel are necessary or desirable for their specific assignments. The table below reports the items most frequently mentioned from the Compensatory Education list.

Media	Contribution to Program Objectives
1. Books and Workbooks	
Open Highways	Helps teach basic reading skills
Conquests in Reading	Helps teach phonetic skills
Manuals for Basic Texts	Provide teacher with specific suggestions for realizing objectives of specific lessons
S.R.A. Reading Laboratory	Permits each child to concentrate on his own reading needs and to progress at his own rate
Webster Reading Clinic	Permits each child to concentrate on his own reading needs and to progress at his own rate
Phonics We Use	Permits individual attention to phonetic skills
Readers' Digest Skills Builders	a. Provide interesting content at child's own level, thus improving comprehension b. Reinforce reading skills

Media	Contribution to Program Objectives
1. Books and Workbooks (contd.)	
Listening Kit	Helps teach and reinforce listening skills
Library Books	a. Further desire to read for enjoyment b. Provide content for comprehension at appropriate level
2. Instructional Games	
"Dr. Spello"	a. Makes spelling more interesting b. Helps child attain success in spelling
Dolch Reading Games and Cards	a. Add interest and variety to acquisition of reading skills b. Permit greater individualization
Other Instructional Games and Puzzles	a. Make learning fun b. Help child realize success and thus increase his sense of personal worth
3. Audio-Visual Equipment Tape Recorder and Earphones Television Set Overhead Projector Tachist-o-Flasher Opaque Projector Phonograph	Equipment listed helps to enrich the basic program, reinforce skills, and provide additional opportunities for individualization.

Media	Contribution to Program Objectives
3. Audio-Visual Equipment (contd.) Motion Picture Projector Filmstrip Projector	
4. Audio-Visual Materials Television Programs	a. Supplement basic texts b. Stimulate reading c. Reinforce listening skills
Films	Same as above
Filmstrips	
General Filmstrips	Same as above
Specific Filmstrips Devoted to Phonetics	a. Make acquiring of phonetic skills enjoyable b. Help child attain success in reading
Tape Recordings	Reinforce listening skills
Phonograph Records	a. Reinforce listening skills b. Enrich basic program
Still Pictures and Posters	a. Make classroom more attractive b. Reinforce social studies concepts and reading comprehension skills
5. Special Social Studies Materials World Map Globe	Materials reinforce social studies concepts

Transition room teachers should have professional journals to provide up-to-date information in the field--for example, regular issues of Intercom

IV. Time Constraints

A. Length of Program

The program runs concurrently with the school year. Third- and fourth-graders are eligible, with fourth-graders usually assigned for one year and third-graders assigned for one or two years.

B. Frequency and Length of Meetings

1. Fourth-grade children usually spend four periods daily, five days a week in the transition room, or 50 percent of their total school time.

2. Third-grade children usually spend two periods daily, five days a week in the transition room, or 25 percent of their total school time.

PROCESS

I. Student Activities

A. General Observations

1. The program is highly individualized. The sequence for each child is determined on the basis of his individual needs.

2. Activities are designed to direct each child toward greater independent work.

3. Activities are largely determined by the nature of the materials and equipment available.

4. Some teachers find novel ways to use available materials.

5. Many activities used are also common to regular reading classrooms, but they are given special emphasis in the transition room.

B. Typical Student Activities

1. Group activities associated with the traditional elementary academic classrooms.

a. Participation in a regular reading group

b. Drill activities designed to strengthen reading skills

c. Group discussion

d. Use of social studies activities designed to develop how-to-study techniques

e. Learning spelling lists

f. Field trips

2. Creative activities

a. Working on individual projects

b. Writing and reading original stories and poems

c. Self-expression

d. Role playing

3. Activities involving the use of special materials and equipment

a. Using tape recorders and earphones to develop and reinforce listening skills

b. Playing educational games

c. Working and assembling instructional puzzles

d. Individualized reading using S. R. A. materials

4. Other transition room activities

   a. Special activities designed to teach the child a sense of order and system

   b. Participation in room government

   c. Taking diagnostic and other standardized tests

   d. Recreational reading

II. Staff Activities

A. Functions and Duties of Specific Staff Members

Staff Member	Functions	Duties
Teacher	1. Carries out group activity	a. Has major responsibility for instruction b. Provides positive and stable learning environment c. Creates classroom climate which encourages freedom of expression d. Improves child's attitude toward success through activities possible in smaller classes and with the use of special materials and equipment
	2. Diagnoses	a. Helps identify children who should participate in the Transition Room Program b. Helps in evaluating the child's specific needs c. Diagnoses the child's reading problems

Staff Member	Functions	Duties
Teacher (contd.)	3. Plans individualized instructional programs	a. Selects reading material below child's frustration level b. Plans use of specialized materials to attack specific problems c. Gives assignments commensurate with the child's level of performance
	4. Communicates with others about program	a. Interprets program for other teachers b. Interprets program for parents
	5. Participates in curriculum development and modification	
Elementary Supervisor	1. Supervises	a. Observes classroom activity b. Advises teachers on specific problems c. Provides information about new materials, ideas, and techniques
	2. Participates in curriculum development and modification	
	3. Serves as communication link	Is liaison between individual transition room teacher and central office staff

B. Intra-staff communication and coordination

1. General meetings and workshops

a. In-service workshops

b. Research meetings with groups of transition room teachers and administrators

2. Supervisory contacts

a. Periodic classroom visitations

b. Supervisor-teacher conferences

C. Communication between staff and others

1. Official communications from central office staff

a. Program guidelines issued by the Division of Compensatory Education

b. Periodic bulletins and announcements

2. Meetings held within schools

a. General faculty meetings

b. Team meetings

3. Teacher-parent conferences

Stage I Evaluation

Statement of the Problem

The problem for evaluation was to judge the definition of the program with respect to its comprehensiveness, its face validity, and its compatibility with the program environment.

Method

After the promulgation of the program definition, the program evaluator interviewed seven of the transition room teachers (approximately 20 percent) in their respective schools. The purpose of these interviews was to determine the compatibility of the transition room with the total school setting in respect to the use of student and teacher time, facilities, and media. Schools having a transition room were placed in seven geographic clusters, and one teacher from each cluster was selected at random for interviewing. The questions asked in these interviews are included in Appendix B.

Following the completion of the field interviews, a meeting was held on May 18, 1967 to judge the formal program definition with respect to its comprehensiveness and face validity. Participating in this meeting were the Director of Compensatory Education, the Coordinator of Evaluation, the program evaluator, the Assistant Director or Communication Skills, a research assistant and a resource associate from the Office of Research, and a consultant. The consultant received his Bachelor's and Master's degrees from the University of

Pittsburgh in the fields of educational research and educational psychology and is presently completing requirements for his Ph D. He has Pennsylvania Certification for Secondary Schools in the fields of English, social studies, general science, and guidance counseling and has had two years of experience teaching English. He is an adjunct lecturer in educational communication in the School of Education, University of Pittsburgh and is an associate research scientist in the Institute for Instructional Research and Technology of the American Institute for Research.

Results

The responses of interviewees to questions about the compatibility of the program are given in the following pages.

RESPONSES OF INTERVIEWEES

Question 1

What does the student give up in order to be in the transition room; that is, what subjects would he be studying if he were not assigned to the transition room?

Responses by School

A. Reading, Language Arts, Social Studies
B. Reading, Language Arts, one class of Library, one class of Physical Education
C. Reading, Social Studies, one class of Music
D. Reading and other academic subjects. The transition room teacher teaches other academic subjects as well as reading in this school.
E. Reading
F. Reading, Language Arts
G. Reading, Language Arts

Question 2

How does instruction given in the transition room affect the objectives of the entire elementary school program?

Responses by School

A. Its close pupil-teacher relationship builds up pupils' confidence and improves the general school attitudes.
B. Individualized instruction provides success in reading, which in turn promotes success in other subjects.
C. Specialized reading instruction gives the underachieving child the tools he will need to achieve success in school. This success makes the child feel more secure.
D. Improvement in reading promotes improvement in other subjects.
E. Improvement in reading helps the child in other subjects. The room's pleasant atmosphere contributes to the child's positive attitude toward school.
F. By lowering the pupil-teacher ratio in other classes, other teachers have greater opportunity for individual work with their pupils.
G. Individualized instruction improves reading skills and aids children in school work generally.

Question 3

What do you as a teacher give up in terms of (a. Preparation time?)

Responses by School

A. Five hours weekly
B. No additional time is needed
C. Two to three hours weekly
D. Ten hours weekly
E. Two hours weekly
F. Four to five hours weekly
G. Five to six hours weekly

What do you as a teacher give up in terms of (b. In-service training?)

Responses by School

A. Orientation workshops (Fall 1965)
B. Orientation workshops (Fall 1965)
Served as member of materials selection committee (Fall 1966)
C. Attended two workshops. Observed transition room in another school
D. Attended workshop in remedial reading as regular primary teacher before being assigned to transition room
E. None
F. None
G. Attended two workshops

What do you as a teacher give up in terms of (c. Other sacrifices?)

Responses by School

A. Course in remedial reading
B. Preparation period
C. Course in Diagnostic Reading Difficulties
D. None
E. None
F. Course in remedial reading
G. Tape lessons during lunch hour

Question 4

Are there any special facilities needed for the program?

Responses by School

A. No
B. No
C. No
D. No
E. No
F. No
G. No

Are your present facilities adequate?

Responses by School

A. Yes
B. Yes
C. Yes, except that the room must be shared with another teacher
D. Yes
E. No. The transition room needs a permanent classroom.
F. No. The transition room meets in the shower room.
G. No.

Question 5

To what extent, if any, are other programs being affected by the transition room in terms of (a. Time?)

Responses by School

A. None
B. The regular academic program is strengthened through more time for individualized instruction made possible by reduced pupil-teacher ratio.
C. None
D. None
E. Time that regular teacher has with transition room pupils is reduced.
F. None
G. None

To what extent, if any,are other programs being affected by the transition room in terms of (b. Facilities?)

Responses by School

A. None
B. None
C. None
D. None
E. None
F. None
G. None

Question 6

Do the gains outweigh the losses, or vice versa, in your opinion?

Responses by School

A. The gains outweigh the losses
B. The gains outweigh the losses
C. The gains outweigh the losses
D. The gains outweigh the losses
E. The gains outweigh the losses
F. The gains outweigh the losses
G. The gains outweigh the losses

Question 7

In general, how does the transition room affect the total school program?

Responses by School

A. Teacher has noticed improved behavior of transition room children throughout the school.
B. The transition room makes possible a reduced pupil-teacher ratio for other teachers, and thus improves learning conditions for pupils in those classes.
   The transition room's favorable results and positive image help promote good school-community relations.
C. The transition room helps raise the academic standards of the school through improving the reading skills of underachieving children.
D. Not certain
E. Positively. Some children in regular classes have requested enrollment in the transition room.
F. The transition room, as part of the intermediate team, is conditioned by the needs and purposes of the team.

G. Transition room helps reduce the pupil-teacher ratio in other classes, thus enabling teachers to give their classes more individualized instruction.

Question 8

In general, how does the total school program affect the transition room?

Responses by School

A. Emergency situations in other classes (e.g., unavailability of substitutes) sometimes force cancellation of transition room in order for the transition room teacher to take charge of another class.
B. Not certain
C. Not certain
D. Not certain
E. Not certain
F. The transition room, as part of the intermediate team, is conditioned by the needs and purposes of the team.
G. Not certain

The following record of panel proceedings reports in detail the panel's specific findings regarding the comprehensiveness and face validity of each section of the program definition.

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
I. Major Objectives--those changes which it is expected will take place in program participants as a result of their experience in the program A. Terminal Objectives--those behaviors which it is expected that participants will exhibit at the end of the program	1. The ability to read at grade level	Objectives for each grade are not given separately. The following criteria have been omitted: The ability to read at grade level (1) as demonstrated by grade level scores on reading comprehension section of a standardized achievement test (2) as measured by the ability to use fourth grade social studies materials Even though this may be the only Terminal Objective of the program, shouldn't social studies and language arts objectives be included in the definition?
	2. Adequate listening skills and the ability to follow directions 3. Improved word-attack and comprehension skills 4. Enlarged reading and speaking vocabularies	Objectives 2, 3, and 4 are Enabling Objectives.

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
Terminal Objectives (contd.)		Could the program be limited to the fourth grade?
	5. The desire to read	As stated here, this is really an Ultimate Objective.
	6. The ability to read independently.	This is an Ultimate Objective. By what criterion is this measured?
B. Ultimate Objectives--those behaviors brought about by the program which will affect the student's general school performance and his life outside the school	1. Improvement in general academic performance	In which specific subjects is improvement expected?
	2. An increased desire to learn	Could this be restated as "The willingness to read without external motivation"?
	3. More curiosity	How does this relate specifically to reading?
	4. Development of the capacity to be more attentive	How does this relate to listening skills?
	5. More effective study habits	
	6. An increased ability to work independently	This has already been stated.

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
Ultimate Objectives (contd.)	7. The ability to work effectively with classmates	This is unrelated to the program except in a very general way.
	8. Increased self-confidence	Shouldn't this be an Enabling Objective and related to attitudes?
	9. An increased awareness of and ability to develop inherent talents	This is not directly related to the program.
	10. The ability to relate effectively to adults	This is an Enabling Objective. The concern is the student's relation to teachers.
	11. The ability to express feelings in socially acceptable ways--that is, through verbal rather than hostile physical actions	This is not directly related to the program.
	12. Increased self-knowledge and self-acceptance	Objectives 12 through 16 are Enabling Objectives.
	13. Increased acceptance of peers	
	14. The ability to practice self-discipline	
	15. A decrease in tardiness and absences	
	16. A sense of personal worth	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
Ultimate Objectives (contd.)	17. Improved attitudes as measured on whatever attitude instruments are administered	This is too vague in its present form. An attitudinal concept is an Enabling Objective.
II. Enabling Objectives--prerequisite objectives that must be met in order for major objectives to be realized		Refer to Ultimate Objectives above for those objectives that should be restated and included as Enabling Objectives.
	A. The student must meet with successful experience	This is not specific. How does this relate to improved word attack and comprehension skills?
	B. The student must learn that success is related to effort.	
	C. Parents and teacher must be made aware and accepting of grade level expectancy.	These two statements are not Enabling Objectives. They relate to program staff communication with others.
	D. The entire faculty must be sympathetic toward and cooperate with the objectives of the Transition Room Program.	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy OUTCOMES

Specific Dimensions	Program Definition	Judgments
III. Other Benefits--benefits expected to accrue to teachers and the students' families as a result of the program	A. Regular classroom teachers will be able to devote more time to the basic program when one type of underachieving student is removed from their responsibility.	
	B. When they see their child's increased academic achievement and improved adjustment, parents will be able to develop a more positive attitude toward the school.	
IV. Criteria for Removal from the Program	A. The pupil reaches the end of the fourth grade	This could better be phrased as follows: "The pupil completes a year in the fourth-grade Transition Room."
	B. The pupil achieves grade level proficiency in reading and demonstrates that he is sufficiently secure to cope with the regular program.	This could better be phrased as follows: "The pupil achieves grade level proficiency in reading comprehension as measured by achievement test scores and demonstrates that he is sufficiently secure to cope with the program." It is not clearly indicated that either of the criteria listed will be acceptable for removal from the program.

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
I. Students		
A. Selection Criteria--the bases on which individual students are enrolled in the program	1. Grade level	
	a. The general rule is to enroll children in grades three or four with emphasis on grade four.	The phrase "with emphasis on grade four" could be omitted.
	b. In some schools the Transition Room is used for other grade levels (sometimes grades five and six).	This does not follow the recommendation of the program staff.
	2. I.Q.	
	a. I.Q. should be in the average range, 85 through 110, or above.	This could better be phased as follows: "I.Q. should be no lower than 85 on an individual intelligence test."
	b. Children are underachievers, not slow learners.	This is a description, not a criterion.
	3. Standardized achievement test scores	It is not clear that a. and b. are "and/or" criteria.
	a. At least one year's retardation in reading comprehension as measured by the previous year's achievement test	
	b. A score of "Low" on the Scott-Foresman reading test	A score of "Low" on the most recently administered Scott-Foresman reading test

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
Selection Criteria (contd.)	4. Report card grades	Are these considered with respect to: a. Identifiable trends? b. Academic expectancy? c. Specific subject problem area?
	5. Grade expectancy scores	Specifically, the grade expectancy scores are 3.0 for Grade 3 and 4.0 for Grade 4.
	6. Professional recommendations of teachers, team leaders, supervisors, principals, and school psychologists	The word "professional" is unnecessary here. "Students are underachievers" is another Entering Behavior.
B. Entering Behaviors--pupil characteristics in addition to selection criteria that are likely to affect the activities chosen for the program and, eventually, its success	1. Some children come from non-English-speaking homes.	
	2. Some children are non-readers.	What is a "non-reader"? This is an inconsistency. Children who cannot read should be assigned to a reading clinic on the advice of the program's consultant.
	3. Most of the students' classroom work is characterized by uneven performance.	
		Additional Entering Behaviors could be framed in the light of the restated Enabling Objectives. (e.g., "Many children do not have the desire to read").

PROJECT TRANSITION ROOM Page 8

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition			Judgments
II. Staff--qualifications with respect to specific positions	Staff Member	Professional Qualification	Personal Qualification	
	Teacher	Teaching Degree	Patience with, interest in, and understanding of underachieving children	
		Specialized training in teaching of reading with knowledge of phonetics	Creativity	
			Flexibility	
			Willingness to work long hours	
		Remedial reading experience is desirable		
		Broad general knowledge		This is not specific.
		Some understanding of tests and measurements		What specific degree of understanding? How much is "some" understanding?

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
III. Support A. Administrative support support activities with respect to specific administrative positions	Position Principal	Support Activity Has major responsibility for setting up and maintaining the program in the specific schools Advises teachers with specific problems Helps identify students for the program Works toward securing and maintaining faculty cooperation	
	Director of Compensatory Education	Coordinates the program in all schools Controls budget for program Exercises immediate central office administrative control of the program	He also defines and refines objectives and relates to the Office of Research.
	Associate Director of General Elementary Education	Has ultimate control of the instructional aspects of the program	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
III. Support (contd)	Position / Support Activity	
A. Administrative Support (contd.)	Assistant Director of Communication Skills — Provides consultant services as requested	
	Other administrative personnel listed as necessary to the program but for whom no specific duties were mentioned are the following:	The personnel listed are not directly involved in the program. Their association with it is general and taken for granted.
	1. The Director of Compensatory Education	
	2. The Associate Superintendent of Elementary Schools	
	3. The Director of Communication Skills	
B. Human Resources auxiliary personnel whose cooperation is necessary for the smooth operation of the program	Position / Support Activity	
	Team Leader — Serves as resource person for the transition room teacher	
	Coordinates the transition room with classes of other team members	
	Aids principals in enlisting and maintaining faculty support	

17-36

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
B. Human Resources auxiliary personnel whose cooperation is necessary for the smooth operation of the program (contd.)	Position	Support Activity	
	Team Mother	Helps prepare materials Sets up and operates equipment Performs routine clerical tasks Assists with recess Accompanies classes on field trips	
	Regular Teacher	Administers group tests	This position could be labeled "Other Teachers." Teachers also identify students for the Transition Room Program.
	Consultant	Provides consultant services as requested	This is included under Assistant Director of Communication Skills.
	Psychologist	Aids when called upon in selection of students by administering individual intelligence tests and by identifying children with specific psychological or learning problems Confers with teachers, principals, and parents when appropriate	
	School Social Worker	Establishes and helps to maintain contact between home and school Follows up on attendance, tardiness, and other problems of school adjustment	

PROJECT: TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy: ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
B. Human Resources auxiliary personnel whose cooperation is necessary for the smooth operation of the program (contd.)	Position	Support Activity	
	Elementary Counselor	Helps identify students Works with children having behavioral problems Advises teachers concerning individual students	-
	Medical Staff	Identifies medical or nutritional handicaps which underlie poor academic performance of individual students Follows up noted medical and nutritional deficiencies	
	Tutor	Provides an image of success with which children can identify Gives students individual help with specific reading problems	The tutors are volunteers
	Other personnel listed as being valuable human resources for the program, but for whom specific functions were not given are the following:		How and to what extent are these personnel related to the program?
	Speech and Hearing Therapists		
	School-Community Agents		
	Youth Corps Workers		

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
C. Media	The Division of Compensatory Education provides a basic list of materials and equipment for each transition room. In addition, teachers are permitted to augment this by ordering from an approved list certain other items which they feel are necessary or desirable for their specific assignments. The table below reports the items most frequently mentioned from the Compensatory Education list.	

Media	Contribution to Program Objectives
1. Books and Workbooks	
* Open Highways	Helps teach basic reading skills
* Conquests in Reading	Helps teach phonetic skills
* Manuals for Basic Texts	Provide teacher with specific suggestions for realizing objectives of specific lessons
* S. R. A. Reading Laboratory	Permits each child to concentrate on his own reading needs and to progress at his own rate
* Webster Reading Clinic	Permits each child to concentrate on his own reading needs and to progress at his own rate

Items indicated by an asterisk are basic equipment purchased for the Transition Room.

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
	Media	Contribution to Program Objectives	
C. Media (contd.)	• Phonics We Use	Permits individual attention to phonetic skills	
	• Readers' Digest Skills Builders	a. Provide interesting content at child's own level, thus improving comprehension b. Reinforce reading skills	
	• Listening Kit	Helps teach and reinforce listening skills	
	Library Books	a. Further desire to read for enjoyment b. Provide context for comprehension at appropriate level	Social studies books are also used in the transition room.
	2. Instructional Games • "Dr. Spello"	a. Makes spelling more interesting b. Helps child attain success in spelling	
	• Dolch Reading Games and Cards	a. Add interest and variety to acquisition of reading skills b. Permit greater individualization	

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
C. Media (cont.)	Media	Contribution to Program Objectives	
	Other Instructional Games and Puzzles	a. Make learning fun b. Help child realize success and thus increase his sense of personal worth	This is not specific
	3. Audio-Visual Equipment Tape Recorder and * Earphones Television Set Overhead projector * Tachist-o-Flasher Opaque Projector Phonograph Motion Picture Projector Filmstrip Projector	Equipment listed helps to enrich the basic program, reinforce skills, and provide additional opportunities for individualization.	These items not starred are available in the school and may be used in the Transition Room, but were not furnished specifically for this class.
	4. Audio-Visual Materials Television Programs	a. Supplement basic texts b. Stimulate reading c. Reinforce listening skills	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition		Judgments
C. Media (contd.)	Media	Contribution to Program Objectives	
	Films Filmstrips General Filmstrips	a. Supplement basic texts b. Stimulate reading c. Reinforce listening skills	
	Specific Filmstrips Devoted to Phonetics	a. Make acquiring of phonetic skills enjoyable b. Help child attain success in reading	
	Tape Recordings	Reinforce listening skills	
	Phonograph Records	a. Reinforce listening skills b. Enrich basic program	
	Still Pictures and Posters	a. Make classroom more attractive b. Reinforce social studies concepts and reading comprehension skills	
	5. Special Social Studies Materials • World Map • Globe	Materials reinforce social studies concepts	

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy ANTECEDENTS

Specific Dimensions	Program Definition	Judgments
C. Media (contd.)	Transition room teachers should have professional journals to provide up-to-date information in the field, for example, regular issues of Interscom.	Interscom is a regularly scheduled publication of the Division of Compensatory Education, and, therefore, is part of Communication between Program Staff and Others.
D. Facilities		No information is given concerning facilities for the program.
IV. Time Constraints		
A. Length of Program	The program runs concurrently with the school year. Third- and fourth-graders are eligible, with fourth-graders usually assigned for one year and third-graders assigned for one or two years.	Does the program staff feel that the time allotted is adequate to realize the program's objectives?
B. Frequency and Length of Meeting	Fourth-grade children usually spend four periods daily, five days a week in the transition room, or 50 per cent of their total school time. Third-grade children usually spend two periods daily, five days a week in the transition room, or 25 per cent of their total school time.	

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Student Activities		What diagnostic work is done by the teacher?
A. General Observations	1. The program is highly individualized. The sequence for each child is determined on the basis of his individual needs.	Is in-service training indicated here to make sure that the teacher knows the techniques and sequences?
	2. Activities are designed to direct each child toward greater independent work.	What are the specific activities and how are they related to the program's objectives?
	3. Activities are largely determined by the nature of the materials and equipment available.	
	4. Some teachers find novel ways to use available materials.	
	5. Many activities used are also common to regular reading classrooms, but they are given special emphasis in the transition room.	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
I. Student Activities (contd.) B. Typical Student Activities	1. Group activities associated with the traditional elementary academic classrooms a. Participation in a regular reading group b. Drill activities designed to strengthen reading skills c. Group discussion d. Use of social studies activities designed to develop how-to-study techniques e. Learning spelling lists f. Field trips 2. Creative activities a. Working on individual projects b. Writing and reading original stories and poems	What specific activities, including social studies and language arts, were needed to meet all of the program's objectives? Are the activities proportional to the program objectives and the subjects taught?

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition			Judgments
II. Staff Activities	Staff Members	Functions	Duties	
A. Functions and Duties of Specific Staff Members	Teacher	1. Carries out group activity	a. Has major responsibility for instruction b. Provides positive and stable learning environment c. Creates classroom climate which encourages freedom of expression d. Improves child's attitude toward success through activities possible in smaller classes and with the use of special materials and equipment	What are the Selection Criteria and in-service training activities for teachers? These activities may be determined through observation.
		2. Diagnoses	a. Helps identify children who should participate in the Transition Room Program b. Helps in evaluating the child's specific needs c. Diagnoses the child's reading problems	How is the teacher able to diagnose?

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition			Judgments
	Staff Member	Functions	Duties	
II. Staff Activities	Teacher (contd.)	3. Plans individualized instructional programs	a. Selects reading material below child's frustration level b. Plans use of specialized materials to attack specific problems c. Gives assignments commensurate with the child's level of performance	Could better be phrased as follows: "...at child's instructional level and at independent level appropriate to the activity."
		4. Communicates with others about program	a. Interprets program for other teachers b. Interprets program for parents	
		5. Participates in curriculum development and modification		The teacher participates in curriculum work "as requested." What are the specific duties?
	Elementary	1. Supervises	a. Observes classroom activity	

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition			Judgments
A. Functions and Duties of Specific Staff Members (contd.)	Staff Member	Functions	Duties	
	Elementary Supervisor (contd.)		b. Advises teachers on specific problems c. Provides information about new materials, ideas, techniques	The supervisor also: d. Rates teachers e. Specifies in-service training activities
		2. Participates in curriculum development and modification		The Elementary Supervisor participates in curriculum work "as requested."
		3. Serves as communication link	Is liaison between individual transition room teacher and central office staff	
				Who are the other staff members, and what are their functions and duties? How is in-service training related to teacher functions?
B. Intra-staff Communication and Coordination	1. General meetings and workshops a. In-service workshops b. Research meetings with groups of transition room teachers and administrators			

PROJECT TRANSITION ROOM

REPORT OF PANEL PROCEEDINGS

Section of Taxonomy PROCESS

Specific Dimensions	Program Definition	Judgments
B. Intra-staff Communication and Coordination (cont.)	2. Supervisory contacts a. Periodic classroom visitations b. Supervisor-teacher conferences	
C. Communication between Program Staff and Others	1. Official communications from central office a. Program guidelines issued by the Division of Compensatory Education b. Periodic bulletins and announcements	Add: (e.g., Intercom)
	2. Meetings held within schools a. General faculty meetings b. Team meetings	
	3. Teacher-parent conferences	

Discussion and Conclusions

The transition room, through its dedication to improving the reading skills of underachieving children, is in complete harmony with the overall objectives of the elementary school as stated in the "Philosophy of Education" for the Pittsburgh Public Elementary Schools:

> The school curriculum should be broad and flexible enough to provide for each child opportunity and encouragement to develop to his fullest capacity. The daily planned work should provide adequate opportunity for growth in the fundamental processes--reading, spelling, writing, written and oral English and arithmetic.....

The transition room, in the opinion of administrators and the teachers interviewed, does not conflict to any significant degree with other programs in the schools in terms of time or subject area. In the vast majority of situations, children in the transition room are studying the same academic subjects (usually reading, social studies, and language arts) at the same time as other children in their homerooms are studying them in other classrooms.

In no case was the transition room reported as infringing upon the facilities needed for other programs in the elementary school, although several teachers indicated inadequate facilities in the transition rooms interfere with their ability to fully realize the program's objectives.

The attention of the transition room staff is called to two major areas for possible expansion or modification of the program's definition:

1. The place of social studies, spelling, and English in the transition room's curriculum and the degree to which specific objectives and activities should be listed for them
2. The development of separate objectives and criteria for third- and fourth-grade transition rooms, together with appropriate activities specified for realizing these objectives in each grade

Judgments of the panel indicate that consideration should be given to the following areas to insure the internal consistency of the program definition:

1. The rearrangement and categorization of objectives in terms of their purpose and function; that is, whether they are terminal, ultimate, or enabling in nature
2. A reexamination of selection criteria in the light of current program objectives

Assessment of Student Achievement

Statement of the Problem

The problem for evaluation was to determine whether the program has had an observable effect on the participants' reading achievement.

Method

Grade equivalent scores on the paragraph meaning subtest of the Metropolitan Achievement Test, Form A, were compiled for all students

who enrolled in the transition room during the 1966-1967 school year. In June of 1967 the participants were given the elementary battery. These scores, as well as scores for the same students for the preceding two years, were analyzed. Since analysis of these data proved inconclusive, a follow-up study was conducted to determine the long-range effects of the transition room.

A random sample of approximately 25 percent of the students who had completed a year in a regular reading class after their participation in the transition room was selected from the permanent record card file in each school. The selected 150 students became the experimental group. A control group of 150 students was selected at random from fifth grade pupils of the same sex and race who had not attended the transition room. Missing data necessitated the elimination of eight names from the experimental group, reducing its size to 142. The two groups were then compared on the basis of their scores on the paragraph meaning subtest of the MAT over a three year period. The elementary battery scores were used for third and fourth grade and intermediate battery scores for fifth grade.

Results

Assuming that the change in scores of the control group established a base expectancy for reading achievement, it was hypothesized that the achievement of the experimental group would exhibit greater gain than that of the control group. If the slope of the line representing growth

in reading achievement was greater for the experimental than the control group, the hypothesis would be correct. Inspection of Figure 1 shows that this was indeed the case.

At the end of grade 3, the control group was nine-tenths of a year ahead of the experimental group. Other things being equal, it would be expected that the variance would increase in succeeding years because of the cumulative effect of underachievement over time. It should, therefore, be noted that while the experimental group gained six-tenths of a year during its assignment to the transition room, it gained one and one-tenth years in the year following treatment. Over the same period achievement for the control group was essentially linear. At the end of the fifth grade, the treatment and control groups had returned to the same relative position as existed at the beginning of grade 3. The transition room intervention appears to have mitigated the cumulative effects of underachievement which might have been expected.

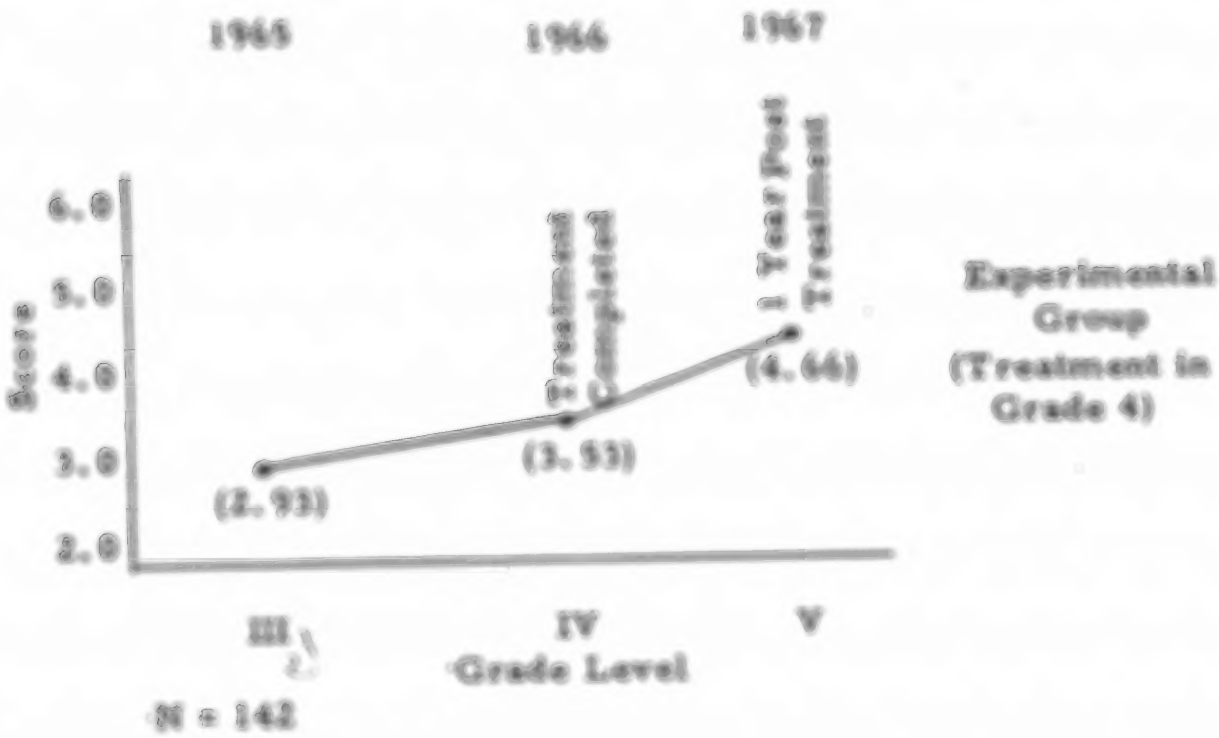
Discussion and Conclusions

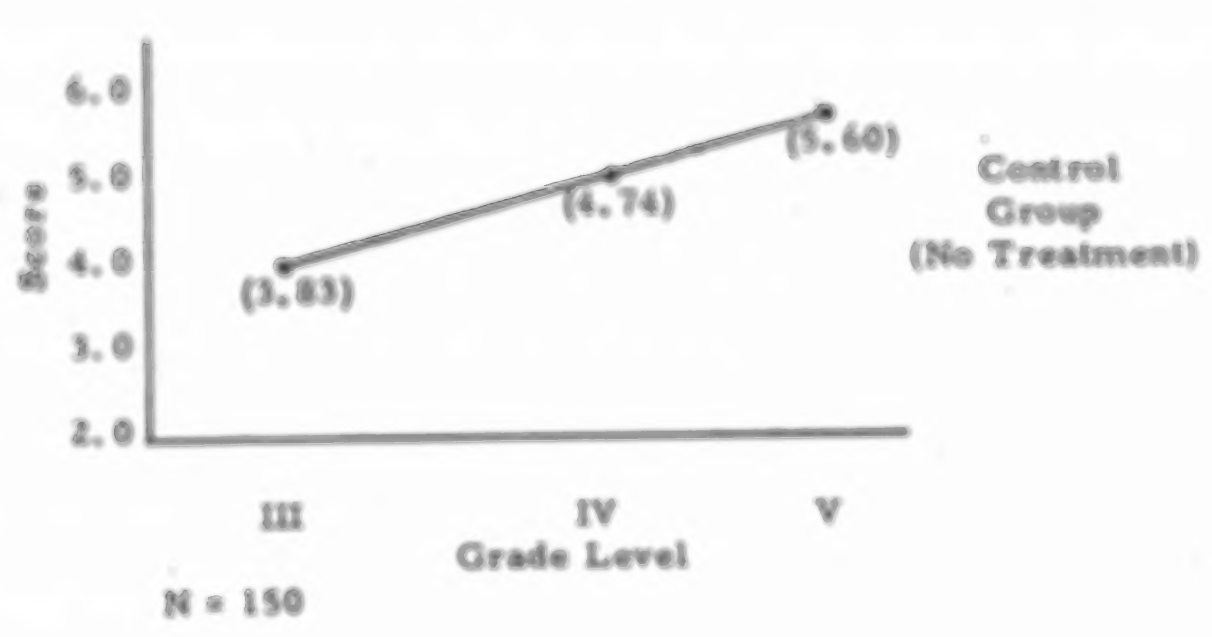
The preceding data must be interpreted cautiously for the following reasons:

1. The program definition is not fully developed. Specifically it does not have a clear delineation of independent variables relating to terminal objectives, selection criteria for students and teachers, curriculum, or instructional media.

FIGURE 1

Comparison of Experimental and Control Group Scores





2. The evaluation design was chosen because it was felt to minimize such threats to validity as maturation, history, testing and instrumentation. However, there is now a need for a more adequate design. Specifically, the new design should take into account regression effects. Some students are selected for the Transition Room Program largely on the basis of low Metropolitan Achievement Test Scores. This was not considered in reporting the positive finds for transition room instruction in the 1965-1966 analysis.[1]

3. It is possible that the criterion measurement is inappropriate. After a more precise program definition has been obtained, attention might be given to selecting an instrument which will adequately measure terminal objectives. In this regard, the atypical characteristics of the transition room population significantly lessen the relevance of the achievement test grade equivalent scores, based as they are on a nationally normed distribution.

Considering the previous discussion, the following conclusions about the Transition Room Program at the end of the 1966-1967 school year seem justified:

1. The principal evidence that the transition room may be beneficial

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[1] Evaluation Report, 1966: Transition Room, Board of Public Education (Pittsburgh, 1966), pp. 30-27--30-28.

in producing increased reading comprehension lies in the fact that in the year following treatment the transition room students increased their gain relative to the control group. This suggests that the treatment arrested the tendency of the experimental group to become increasingly inferior in performance.

2. There is a crucial need for a more precise definition of the program in order to stabilize the transition room and to permit an adequate evaluation in terms of its specified objectives.
3. The future evaluation of the program would be greatly strengthened by a more adequate design which would permit identification of the treatment. Consideration might be given to withholding treatment on a random basis in the interest of better evaluation. This procedure would obviate the necessity of identifying an after-the-fact control group with its inherent threats to validity.

2

APPENDICES

Appendix A

GROUP INTERVIEW SCHEDULE
TRANSITION ROOM PROGRAM

OBJECTIVES

1. What are the major objectives of this program in terms of student behavior? (What does the program expect to accomplish for students? What should students be able to do as a result of participation in this program?)

2. Are there secondary objectives which become means to the attainment of major program objectives? (Will student or teacher attitudes and/or behaviors be changed? If so, in what ways?)

3. Are any by-product benefits anticipated--benefits to parents, teachers, the community, or the schools?

STUDENTS

1. What are the criteria for enrolling and keeping students in the program? (On what basis are individual students enrolled in the program--by school, grade, subject, personal characteristics, or performance? Do participating students become ineligible for the program after meeting certain performance standards or after a specified period of time?)

2. What are the assumptions, if any, regarding the entering skills, knowledge, and attitudes of the students enrolled in the program? (Are students assumed to have certain entering behaviors and/or levels of competency which are prerequisite to success in or benefit from the program?)

STAFF

1. What staff is required to carry out the program--teachers, supervisors, coordinators, specialists, para-professionals, etc.?

2. What are the functions of staff members in the program? (How do individual staff members promote the objectives of the program?)

3. What are the qualifications of staff members for fulfilling these functions? (What levels of competency are required or assumed?)

4. What are the specific behaviors expected of each group of staff members? (What specific tasks relevant to the program are to be performed and how are these to be performed by each group of staff members?)

MEDIA

1. What materials, equipment, and supplies are required to carry out the program--books, tapes, films, television sets, paint supplies, etc.?

2. How will these media contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--shape the environment, structure perception, supply cues to evoke desired responses, etc.?)

STUDENT ACTIVITIES

1. What activties are specified for students in the program? Is there a necessary sequence for these? If so, what is the sequence?

2. How will student activities contribute to the objectives of the program? (How will they affect the student in order to elicit specific behaviors--by structuring perception, developing skills, fostering attitudes, etc.?)

COMMUNICATIONS

1. How are personnel concerned with the transition room at various levels kept informed about its operation?

SUPPORT

1. What administrative support is necessary to operate the program? (What facilities are needed? What scheduling of classes or other activities are needed?)

2. What steps are taken to insure this support?

Appendix B

TRANSITION ROOM INTERVIEW SCHEDULE (STAGE I) 1966-1967

School_____ Grades in Transition Room_____

Teacher_____ Date of Interview_____

Name of Interviewer_____

1. What does the student give up in order to be in the transition room; that is, what subjects would he be studying if he were not assigned to the transition room?

2. How does instruction given in the transition room affect the objectives of the entire elementary school program?

3. What do you as a teacher give up to teach your transition room class in terms of the following:
   a. Preparation time?
   b. In-service training?
   c. Other sacrifices?

4. Are there any special facilities needed for the program? Are your present facilities adequate?

5. To what extent, if any, are other programs being affected by the transition room in terms of:
   a. Time?
   b. Facilities?

6. Do the gains outweigh the losses, or vice versa, in your opinion?

7. In general, how does the transition room affect the total school program?

8. In general, how does the total school program affect the transition room?